



Arizona Department of Education

Native American Dropout Prevention Workgroup Meeting (NADPI)

February 15, 2008

2005 North Central Avenue, 7th Floor Conference Room (700)

9:00 a.m. – 1:00 p.m.

MINUTES

Current and New Participants - Leon Oosahwe, ADE – Debora Norris, ADE – Bonnie Talakte, ADE, David Reede, San Carlos Apache Tribe Vice-Chairman – Lenny Dempsey, Pasqua Yaqui Education Director - Fred Ferreira, San Carlos Apache Tribe Education Director - Leon Ben, Superintendent of Ft. Thomas USD – Sheila Cepress, Native American Education Program Coordinator, Scottsdale USD – Eileen Hill, JOM Coordinator, White Mountain Apache Tribe Education Dept. – Catherine Steele, San Carlos Apache Tribe Curriculum Director, Title I Director – Patrick H. Andrews, Tohono O’odham Education Director – Mitch Simmons, Director of State and Federal Programs, Scottsdale USD – Jana C. Narcia, Ak-Chin Education Director – Lanna Flood, Colorado River Indian Tribes Career Development Office – Traci Morris, Arizona Commission of Indian Affairs

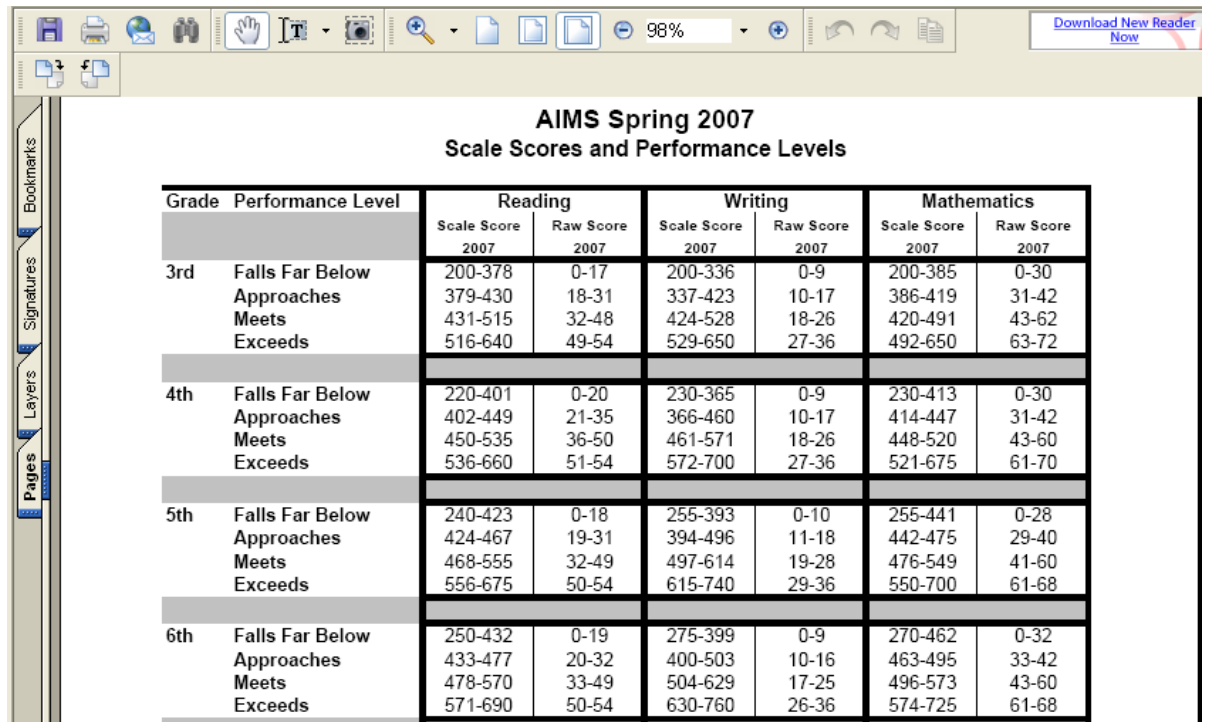
Debora Norris: This is the fifth NADPI workgroup meeting, we meet four times a year. A lot is happening now in education that directly impacts the focus of this Workgroup. New AIMS augmentation rulings will reduce the number getting diplomas, ADE predicts four to five thousand will not graduate due to AIMS, what percentage of that will be Native American students? Other upcoming bills will also impact Native students, House Bill 2711 in the Legislature now is being held in the Education Committee. It basically deals with Academic Mismanagement, before only Financial Mismanagement was looked at. Receivership – takeover by the state would occur for those schools failing for long periods of time. Many feel this bill was written in response to the Roosevelt School District situation, however at least one Native American school would be affected, Indian Oasis. “Holding” this bill has at least delayed it. However, it may still progress in a future amendment and ADE does support this bill.

HB 2557 (prevention of possible cuts to the arts, P.E. programs) has passed which may help stem the Dropout problem.



Native American Student Performance Analysis by AIMS Substrands

- ◆ How it works: Passing Scale Scores and percentage on AIMS test change by subject and grade, but substrands remain the same through all grades.



Grade	Performance Level	Reading		Writing		Mathematics	
		Scale Score 2007	Raw Score 2007	Scale Score 2007	Raw Score 2007	Scale Score 2007	Raw Score 2007
3rd	Falls Far Below	200-378	0-17	200-336	0-9	200-385	0-30
	Approaches	379-430	18-31	337-423	10-17	386-419	31-42
	Meets	431-515	32-48	424-528	18-26	420-491	43-62
	Exceeds	516-640	49-54	529-650	27-36	492-650	63-72
4th	Falls Far Below	220-401	0-20	230-365	0-9	230-413	0-30
	Approaches	402-449	21-35	366-460	10-17	414-447	31-42
	Meets	450-535	36-50	461-571	18-26	448-520	43-60
	Exceeds	536-660	51-54	572-700	27-36	521-675	61-70
5th	Falls Far Below	240-423	0-18	255-393	0-10	255-441	0-28
	Approaches	424-467	19-31	394-496	11-18	442-475	29-40
	Meets	468-555	32-49	497-614	19-28	476-549	41-60
	Exceeds	556-675	50-54	615-740	29-36	550-700	61-68
6th	Falls Far Below	250-432	0-19	275-399	0-9	270-462	0-32
	Approaches	433-477	20-32	400-503	10-16	463-495	33-42
	Meets	478-570	33-49	504-629	17-25	496-573	43-60
	Exceeds	571-690	50-54	630-760	26-36	574-725	61-68

Reading Strands:

- ◆ Strand 1: Reading Process
 - Vocabulary
 - Comprehension
- ◆ Strand 2: Comprehending Literacy Text
 - Elements of literature
 - Historical and cultural aspects
- ◆ Strand 3: Comprehending Informal Text
 - Expository text
 - Functional text
 - Persuasive text



AIMS Reading Blueprint (beginning Spring 2005)

Grade		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
3	% of test	7%	0%	9%	11%	0%	17%	22%	0%	11%	11%	11%
	% of strand on test	44%						22%		33%		
4		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
4	% of test	0%	0%	0%	7%	0%	15%	31%	0%	24%	11%	11%
	% of strand on test	22%						31%		46%		
5		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
5	% of test	0%	0%	0%	11%	0%	11%	31%	0%	24%	11%	11%
	% of strand on test	22%						31%		46%		
6		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
6	% of test	0%	0%	0%	11%	0%	11%	31%	0%	24%	11%	11%
	% of strand on test	23%						31%		46%		
7		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
7	% of test	0%	0%	0%	11%	0%	11%	24%	7%	22%	13%	11%
	% of strand on test	22%						31%		46%		
8		Strand 1						Strand 2		Strand 3		
		Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6	Concept 1	Concept 2	Concept 1	Concept 2	Concept 3
8	% of test	0%	0%	0%	7%	0%	9%	26%	7%	24%	15%	11%
	% of strand on test	17%						33%		50%		

10.97 x 8.5 in

Math Strands:

- ◆ Strand 1: Number Sense and Operations
 - Number sense
 - Number operation
 - Estimation
- ◆ Strand 2: Data Analysis, Probability, and Discrete Math
 - Data analysis
 - Probability
 - Discrete math
- ◆ Strand 3: Patterns, Algebra, and Functions
 - Patterns, functions, and relationships
 - Algebraic representations
- ◆ Strand 4: Geometry and Measurement
 - Properties and transformations
 - Coordinate geometry/measurement
- ◆ Strand 5: Structure and Logic
 - Algorithms, logic, and reasoning



AIMS Mathematics Blueprint (beginning Spring 2005)

	Strand 1			Strand 2				Strand 3				Strand 4				Strand 5	
	C1	C2	C3	C1	C2	C3	C4	C1	C2	C3	C4	C1	C2	C3	C4	C1	C2
Grade 3																	
% of Test by Concept	15%	14%	6%	6%	6%	6%		11%		11%		8%		13%		6%	
% of Test by Strand	35%			17%				22%				21%				6%	
Grade 4																	
% of Test by Concept	13%	11%	6%	6%	6%	6%		12%		12%		10%		15%		6%	
% of Test by Strand	30%			17%				23%				24%				6%	
Grade 5																	
% of Test by Concept	10%	13%	6%	6%	6%	6%		12%		12%		10%		13%		6%	
% of Test by Strand	29%			18%				24%				24%				6%	
Grade 6																	
% of Test by Concept	6%	10%	6%	6%	6%	9%		12%		12%		12%		16%		6%	
% of Test by Strand	22%			21%				24%				28%				6%	
Grade 7																	
% of Test by Concept	7%	9%	6%	9%	6%	6%		12%		12%		13%		14%		6%	
% of Test by Strand	22%			21%				24%				28%				6%	
Grade 8																	
% of Test by Concept	6%	6%	6%	11%	6%	6%		6%	6%	15%		14%	6%	6%		6%	
% of Test by Strand	18%			23%				27%				26%				6%	
H.S.																	
% of Test by Concept	5%	5%	5%	9%	5%	5%		5%	7%	14%	5%	9%	5%	7%	6%	5%	5%
% of Test by Strand	14%			19%				31%				27%				9%	

With the gamut of labels, substrands remain a mystery to most districts. Only large schools can pay for the data analysis, poor school are left out of the very data they need the most.

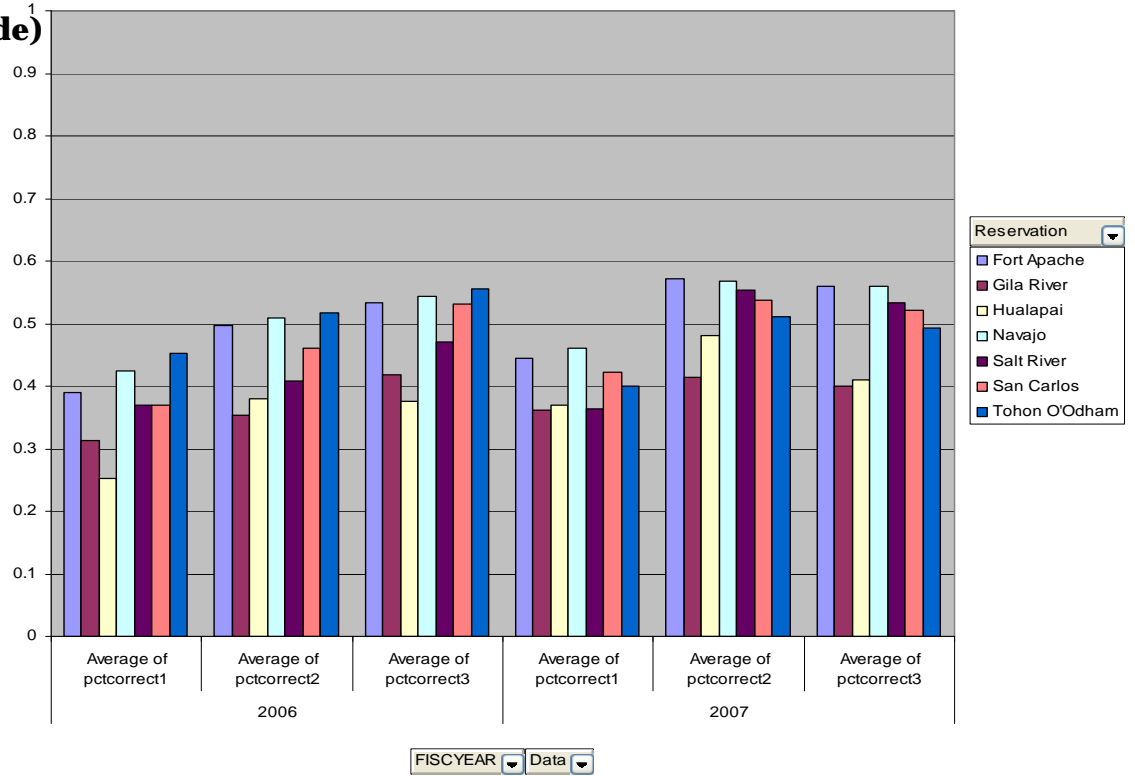
Data for reservation districts or those non-reservation areas with a high percentage of Native American students is rarely gathered consistently or at all.

Findings show over all ethnic groups the Native American rate of improvement was the highest over the last three years. One interesting note: The Pinon schools have issued every child a laptop.

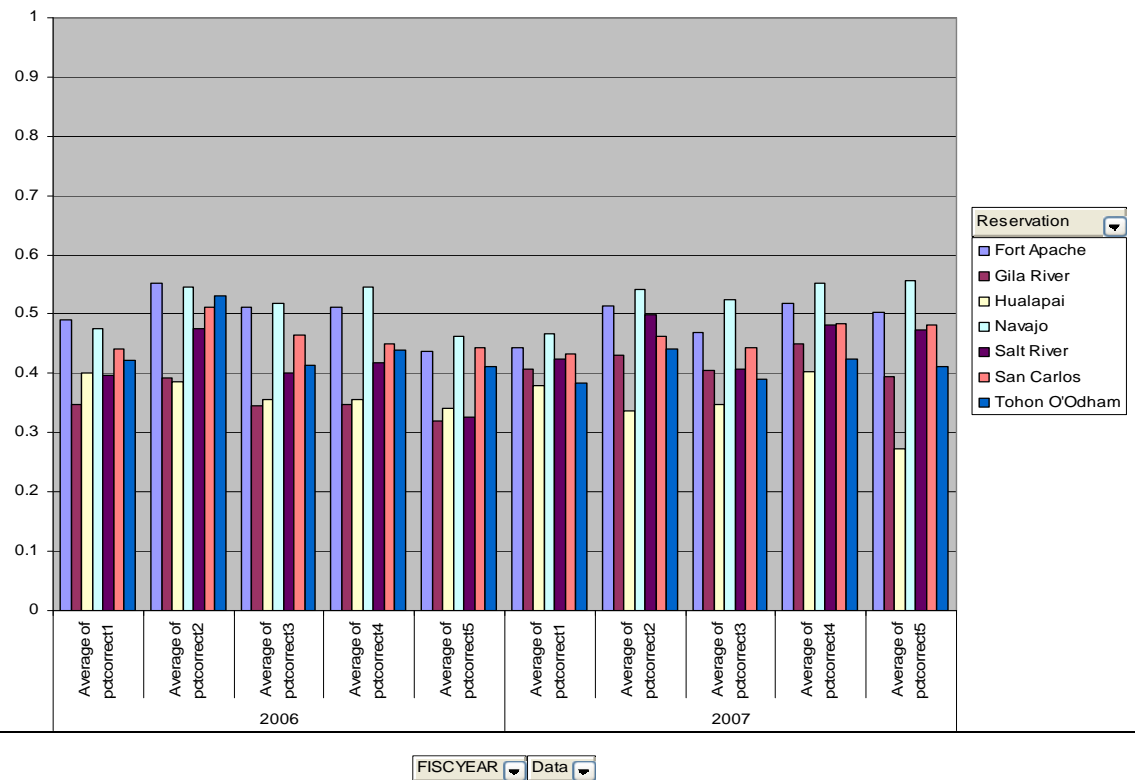


GRADE 10 SUBJECT READ

Examples (10th Grade)



GRADE 10 SUBJECT MATH





General Discussion:

Leon Ben: With higher numbers of Special Education students and higher numbers of ELL students it skews the numbers, and takes up a lot of resources. For example, Chinle's average score on the ACT was 23 or better, yet one or two underperforming substrands make a difference on making AYP. Many schools have found the only way to combat this is to teach to the test, make up an AIMS Academy. We need more training from ADE at the local level.

Debora Norris: Another grant for Professional Development is needed. Currently we have only five Native American Superintendents state-wide including Dr. Ben. How will we train better teachers?

Catherine Steele: San Carlos is in Corrective action, ADE assumes we have the resources to collect data, we don't. An external evaluator helped us in Title IV, that component is no longer there. All of our teachers need Professional Development. Non-Native American teachers like WestEd did not serve us well, it became political. It became the 75% rule with teachers who did not want the engagement piece. More teamwork is needed.

Debora Norris: Please ask us if our Office of Indian Education can be of service, we are more than willing to come out for free.

Leon Ben: Who really understands the way the data is interpreted? Maybe Dave Garcia? We need to know the rules on how to figure out the data.

Debora Norris: Better too much information, than not enough. Our Whiteriver Tribal Council meeting was a success, the first time ever ADE got to meet with the whole Council. We need to work on the support mechanisms.

Catherine Steele: Many schools have learned the "Dropout Game" – they'll label a student "Transfer" to reduce their dropout rate.

Bonnie Talakte: There is too much dishonesty in the Districts.

Debora Norris: We need to start exposing them.

Mitch Simmons: Can you do substrands for the urban Native American population?

Debora Norris: Not yet, it all depends on the depth of the local level data entry. All we have is your best data.

Mitch Simmons: How could we do that without segregating students?

Debora Norris: Scientifically Based Research, the NCLB definition, requires a random sample to work with. So it would be very hard to pull out that information. Dr. Ben is right we need to start sharing more, how we accomplish these goals. Also, Title I funds relate to all of this.

Mitch Simmons: The position Sheila Cepress has in the Scottsdale Unified District is very unique, catering especially to the needs of Native American Students.

Sheila Cepress: I have a degree exclusively in Native American Studies, Methods of teaching Native American students. Sunnyside's Math conference was one of the best I have ever seen on how to merge the traditional with modern concepts. For example, being sensitive to traditional taboo of dissecting an animal, they used felt frogs instead in the science lab.

Mitch Simmons: Are there any online resources we could use?

Debora Norris: AIEA can help, and TUSD has a lot of experience with these subjects.



Traci Morris: So does the Journal of American Indian Education.

NADPI Education Summit Planning: In partnership with the White Mountain Apache Tribe -

Bonnie Talakte:

- Agenda
- Workshops
- Speakers/Facilitators
- Conference fees

We need to answer these questions, and come up with a format for our one day conference. Eileen Hill has the packets prepared for the White Mountain Apache Education Conference, and it will also be on the Tribal website once it is finalized. Last year's conference was well attended.

Eileen Hill: So far over 150 have planned to register this year.

Bonnie Talakte: The NADPI Grant will cover the NADPI Workgroup member's registration fees, but in exchange, we do want you to help. What would you like the theme of the conference to be?

Traci Morris: A mentoring component would be nice.

Eileen Hill: Apache Culture, especially training our next leaders would be a good topic.

Traci Morris: Something like Cultural Leadership Strategies.

Lanna Flood: We had a successful conference using: Culture, Community & Academics

Debora Norris: How about **"A Heritage of Success Through Culture, Community & Academics"**

Traci Morris: How about reversing that to say, **"Culture, Community & Academics – A Heritage of Success"**

Leon Oosahwe: Let's take a vote on the theme.... **It's unanimous**

Debora Norris: One day is not enough time.

Lanna Flood: Too much overflow, maybe repeat some of the same workshops so all may attend.

Eileen Hill: We can hold 300 if setup in classroom style, or 35 per room.

Lanna Flood: We should have at least one General Session, then afternoon sessions.

Eileen Hill: We should call an Executive Session so the Tribal Councils attend.

David Reede: It would be difficult to get the San Carlos Tribal Council to do that, especially attached to the White Mountain Education Conference, we would need to have a special San Carlos strand of talks for that to happen.

Bonnie Talakte: San Carlos has no Truancy Code, how about a 1 hour General Keynote Session. Should we start at 9am? 9am – 4pm? We have a \$10,000 to \$15,000 budget for this.

Traci Morris: We should have Panel Discussions.

Debora Norris: We should have a workshop on a marketing and awareness campaign.

Lanna Flood: A local tv station in Parker has its own show, where they interview students. We did a poster with them for the Meth Coalition.

Leon Ben: We should do a talk about the Financial Process, pushouts and Impacting.

Debora Norris: A Panel Discussion: "In Their Own Words" would be nice, a focus group.

Bonnie Talakte: Claire Brown could do this, as she's already done the focus Groups in San Carlos and Whiteriver.

Fred Ferreira: There should be an update to the tribes on AIMS, what happens with state takeover, and other NCLB issues. This is important!

Lanna Flood: We did that, we called it AIMS 101, Augmentation is important to discuss, especially now with the changes.

Fred Ferreira: ASPA did a good job educating school boards, maybe we can ask them.



Leon Ben: I agree Fred, we really need a workshop or discussion on NCLB, and on how to make AYP, also Better Teachers / Better curriculum.

Eileen Hill: The General Session can hold 700 classroom style.

David Reed: San Carlos would be uncomfortable in Whiteriver, unless there was a specific strand for San Carlos, also San Carlos would respond better to success stories as opposed to these are all the things that aren't being done.

Jana Narcia: We copied the Gila River model and have plenty of success stories to share from Ak-Chin.

Patrick Andrews: Sustainability should definitely be a discussion, extremely important.

Debora Norris: Yes, there are several creative ways to keep the funding coming.

Catherine Steele: The Graduation Rate is the ONLY reason San Carlos didn't make AYP, talks on how to improve the Graduation Rate would be important.

Fred Ferreira: Accurate record keeping would be another good topic.

Catherine Steele: And what happens with the District being in Improvement.

Debora Norris: ADE Analysis of making AYP and how to improve Graduation Rates would work.

Leon Ben: Many schools are penalized due to bad data entry or things are encoded wrong. Schools don't realize, the more students they have the more money they get from the state.

First year measurable outcomes of the NADPI Grant—

Bonnie Talakte

➤U. S. Department of Education Federal Grant

➤Three year award for \$1.8 million starting May 1, 2006

➤Four grants awarded nationally

➤Arizona grant focuses on Native students

➤Project Participants:

San Carlos Apache Nation

-San Carlos High School

White Mountain Apache Nation

-Alchesay High School

Program Goals & Objectives

1) Reduce school dropout rates by 3%

2) Increase daily school attendance rates by 20%

3) Increase year-to-year retention rates by 15%

4) Increase graduation rates by 15% each year

5) Increase youth re-entry rates by 15% each year

6) 85% of 8th grade students will complete *Individual*

***Performance Plans* each year**



7) 75% of 9th grade students will complete 5-year education & career plans each year

8) Demonstrate improvement on *Arizona Instrument to Measure Standards* (AIMS) test scores

9) Improve school staff skills in assessing & referring at-risk students

Year One Process Accomplishments:

Held pre-proposal meetings with Tribal communities and school districts

✓ ADE met with school district administrators & tribal communities to discuss initial implementation plan and tasks.

✓ Project Director hired

✓ Grant Director attended *Grant Directors Training* in Washington DC

✓ Grant staff hired at sub-grantee schools

-Staff integrated into schools

-Began implementation of grant activities

✓ Developed marketing and work materials:

-Fact sheets

-Brochures

-School implementation plans

-School and Community Campaign materials

✓ Developed informational presentations for:

-Tribal community meetings

-School district meetings

-Conference presentations

-State education meetings

✓ Conducted meetings with Grant Evaluators, school districts & tribal communities to discuss evaluation plan.

✓ Conducted on-going site visits with tribal communities and school districts for compliance purposes

Tribal Truancy Code Study initial stages of the study conducted by the NADPI office- Bonnie Talakte

Purpose of Research:

- Determine what tribes have truancy codes and examine the components of the codes
- Tribal enforcement of codes
 - Sanctions on parents & students
 - Juvenile Court Systems
- Impact of tribal codes on student attendance and achievement
- Share successful truancy models with other tribes



Tribe	Truancy Code	Truancy Officers	Sanctions	Monetary Sanctions	Other Resources	Positive Impacts
*Ak-Chin	Yes	Yes	Yes	Yes	Unknown	Unknown
*Navajo Nation	Yes	No	Yes	Yes	Yes	UK
*Cocopah	Yes	No	UK	UK	UK	UK
*Pascua Yaqui	Yes	No	Yes	UK	Yes	UK
*Colorado River Tribes	Yes	Yes	Yes	UK	Yes	UK
*Salt River Pima-Maricopa	Yes	Yes	Yes	UK	Yes	UK
*Ft. McDowell	Yes	No	Yes	Yes	Yes	Yes
*San Carlos	No	UK	UK	UK	UK	UK
*Gila River	Yes	No	UK	UK	Yes	UK
*Tonto Apache	UK	UK	UK	UK	UK	UK
*Havasupai	Yes	No	Yes	UK	UK	UK
*White Mountain Apache	Yes	No	Yes	Yes	Yes	UK
*Hopi	UK	UK	UK	UK	UK	UK
*Yavapai-Prescott	UK	UK	Yes	UK	Yes	UK
Zuni	UK	UK	UK	UK	UK	UK
Fort Mohave	UK	UK	UK	UK	UK	UK
San Juan South Paiute	UK	UK	UK	UK	UK	UK
Fort Yuma-Quechan	UK	UK	UK	UK	UK	UK
Tohono O'Odham	Yes	UK	UK	UK	UK	UK
Yavapai Apache	UK	UK	UK	UK	UK	UK
Hualapai	UK	UK	UK	UK	UK	UK
Kaibab-Paiute	UK	UK	UK	UK	UK	UK

- 10 of 14 tribes have truancy codes



- **3 of 14 tribes have truancy officers or staff**
- **9 of 14 tribes have sanctions**
- **4 of 14 tribes impose monetary sanctions on parents and/or students**
- **8 of 14 tribes have resources that provide student assistance or support**
- **1 of 14 tribes has published positive measurable achievement outcomes contributed to enforcement of truancy codes**

- **Ak-Chin Indian Community:**
 - **Failure to enroll in school = Not to exceed \$5,000**
 - **Failure to attend school = Not to exceed \$5,000**
- **Navajo Nation:**
 - **10 unexcused absences in 1 semester = \$100 fine and up to 90 days in jail**
 - **Continued absences = \$500 fine and 6 month jail term**
- **Ft. McDowell-Yavapai Nation:**
 - **\$100 per day fine maximum \$300 per day for parents and students**
 - **\$50 added for each new offense**
- **Salt River Pima-Maricopa Indian Community:**
 - **Financial penalties imposed on parents**
- **White Mountain Apache Tribe**
 - **Failure to enroll in school = Not to exceed \$100 and up to 10 days in jail**
 - **Failure to attend school = Not to exceed \$50 and up to 5 days in jail**

NADPI Workgroup Recommendations

In two (2) years every:

- 1) Tribe will have a working attendance code**
- 2) Tribe's TANF programs will enforce attendance rules**
- 3) District & Tribe will have a generic "Release Form" produced by the NADPI Workgroup to share with principals, districts and tribes.**
- 4) Tribe's benefits, allocations, services and other payouts will be attached to school attendance for students AND parents.**
- 5) Tribe's Truancy Code will have mandatory attendance required until age 22 or until graduation date.**

Closure/Evaluation of Session/Announcements – Leon Oosahwe

Date and Time of Next Meeting: May 15, 2008, 9:00 a.m.,
ADE Central Avenue Facility,
7th Floor, Room 700